

The Clay Marble Houghton Mifflin Harcourt 101947

A collection of essays on different issues in children's literature including censorship, violences, political correctness, ethnicity, and ethics. Handbook to bring books together with children in grades K-8.

Boost the Engagement and Achievement of Adolescent Readers Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, Grades 6—12, features pieces by five middle and high school teachers working with the Reading Apprenticeship instructional framework introduced in Reading for Understanding (Schoenbach et al., Jossey-Bass, 1999). Filled with instructional tips, lesson plans, and curriculum resources, this book offers guidance on conducting Academic Literacy courses using readings from the companion student book—Building Academic Literacy: An Anthology for Reading Apprenticeship (Fielding and Schoenbach, Jossey-Bass, 2003). It can serve as an excellent resource for any content area teacher, grades 6—12, looking for classroom-based ideas to motivate adolescents in becoming more active, engaged and strategic readers. "Whenever we read books about teaching, we ask ourselves, 'But what does that look like in the classroom?' Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms answers the question of what 'Academic Literacy' is, why it matters, and how teachers can develop these key intellectual habits in their students. This book, and its companion anthology, provide me the guidance and resources that I need." —Jim Burke, author, The Reader's Handbook and The English Teacher's Companion "Following close upon the heels of the widely acclaimed book Reading for Understanding, this new two-volume companion set, Building Academic Literacy: An Anthology for Reading Apprenticeship and Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms, is certain to propel Academic Literacy as a course of study into increasingly more middle and high school classrooms." —Donna Alvermann, professor of education, University of Georgia and past president, International Reading Association

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Does literature serve a humanizing function? Can it achieve social transformation? What roles does literature play for defining self, creating community, and achieving global perspective? This is the first book to thoroughly explore the methods by which educators, creative writers, and policymakers have constructed workable models of teaching literature in multicultural classrooms. The authors provide an interdisciplinary dialogue on the setbacks, solutions, silences, and successes that often occur in classes of multicultural literature. They all take the stance that definitions of literacy and literature originate as much outside the classroom as within it. With the inclusion of essays by writers themselves—a feature provided by no other book on this subject—the authors offer a unique vocalization of the nationalistic, economic, empowering, and moral purposes that reading and writing serve. The book also includes a current guide to selected resources in multicultural literature, in hopes of encouraging and facilitating instructors in the transformation of their own literature courses into multicultural ones.

This book is intended for use as a reference by undergraduate and graduate college professors, early childhood educators, parents, and caregivers who wish to learn about the latest theories, trends, and practices in multicultural education. The book features a wealth of photographs and illustrations that reinforce the historical and present perspectives on diversity.

Motivate students in grades 4-8 to transfer reading/comprehension, metacognition, and thinking skills to their daily lives. All of the lessons in this resource book combine explicit strategic instruction with a choice of objectives, activities, and literature.

The authors of this book define theme immersion as "an in-depth study of a topic, an issue, or a question." Theme immersion is very different from the traditional unit or theme approach. The authors clearly point out these differences with respect to how a topic is selected, what is studied, and the roles of the teacher and the students. By inviting the reader into the classrooms of theme-immersion teachers, the authors show dramatically that the teacher does not impose or control ideas but is an active member of a community of learners. Personable and practical, Theme Immersion will be invaluable for classroom teachers who want to teach with such excitement and relevance that their students become lifelong learners. Teachers wanting to implement a theme study approach in their classrooms will find all the direction they need in Theme Immersion.

An important addition to your educational resource collection, the 27th volume of the popular Yearbook describes current developments and trends in the field of instructional technology. Prominent themes for this volume include e-learning, collaboration, the standards reform movement, and a critical look at the field in its historical context. EMTY has become a standard reference in libraries and professional collections across North America and is used by media and technology professionals in higher education and business contexts.

Hearing All the Voices is a tremendous resource for any adult who works with middle school aged adolescents. This work annotates over 500 multicultural books and gives ideas on how to group the books and use the books with students both in and out of the classroom.

Help students explore their own identity through fiction, biographies, and autobiographies; examine their most significant relationships (i.e., with family members and friends); and learn about different racial, ethnic, and cultural traditions through contemporary realistic fiction and historical fiction. Brown and Stephens also describe outstanding books and authors that enhance the perspective of diversity, and they address controversial issues related to the use of multicultural literature. Grades 4-8.

This succinct yet comprehensive introduction to children's literature focuses on genres and concepts rather than on particular authors. The completely updated edition of this groundbreaking text provides students with a clear literary perspective for understanding the foundations and contexts of literature, including the various genres of children's literature from picture to informational books. This "Fifth Edition" continues to be approachable and inviting with its clear and logical organization and its simple and direct prose. New To The Fifth Edition! New reorganization of chapters provides a better segue between Part I and II. Completely re-written chapter (previously titled "child development") now includes broader issues of children's studies and how they impact the literature. Significantly expanded history of children's literature including more titles and authors, provides a thorough and comprehensive background. What Reviewers Are Saying: "'I'm quite impressed with the way" the author "has succinctly discussed difficult ideas.'" Professor Mike Cadden, Missouri Western State College "Students unfailingly react positively to" Literature for Children: A Short Introduction," It has a consistency in presentation and writing style that makes it a very considerate text.'" Professor Patricia Leek, University of Texas, Dallas About the Author: David L. Russell is a professor of languages and literature at Ferris State University in Michigan where he teaches children's literature. His publications include critical biographies of Scott O'Dell and Patricia MacLachlan as well as numerous scholarly articles. A former member of the Executive Board of the Children's Literature Association, he is currently book review editor for "The Lion and the Unicorn."

Offers reviews and recommendations of over 25,000 titles for children, and includes brief annotations, bibliographic data, and review citations.

A comprehensive reference to 50 titles that will help children cultivate ethics, assume personal responsibility, and practice moral judgment in unfamiliar cultural contexts.

This book provides practical ideas and activities which promote responsible behavior and attitudes in children.

As multicultural education is becoming integral to the core curriculum, teachers often implement this aspect into their courses through literature. However, standards and criteria to teach and promote active discussion about this literature are sparse. Cultural Journeys provides these guidelines through the age-appropriate fiction and non-fiction works embedded in the book. With the example unit plans and extensive annotated bibliography, this book is a valuable resource that pre-service and in-service teachers will utilize throughout their careers.

Exploring the worlds inside and outside the school, this work looks at second language acquisition theory and examines social and cultural factors that affect the school performance of language minority students. Classroom examples put the theory into practice and promote cultural sensitivity.

Presents an annotated bibliography of multicultural books, organized into sections dealing with celebrations and culture, nomads and the homeless, literacy, books that bring people together, and multicultural books in series.

Offers a comprehensive approach to teaching children's literature by providing appropriate depth, and using full-color illustrations from outstanding children's books. Unlike books that simply describe a great many children's books, this book takes the reader inside the workings of children's literature, focusing on ways literature elicits responses from young readers, genre by genre and book by book.

Traces American writers whose roots are in all parts of Asia, including China, Korea, Japan, Southeast Asia, the Philippines, the Indian subcontinent, and the Middle East.

Product information not available.

Provides reviews of more than one thousand classic children's books, ranging from picture books and early readers to young adult titles, along with more than fifty subject indexes and bibliographical listings of authors and illustrators.

All students need access to books in which they can see themselves--not just their physical appearance, but their culture and language, as well. "Multicultural Literature and Response: Affirming Diverse Voices" was written to help teachers and librarians find and use the best multicultural books in the service of reading comprehension and more. Underscoring the necessity of selecting quality literature that authentically, sensitively, and accurately portrays different groups, the book defines multicultural literature and provides a strong argument for its importance in schools and libraries. Expert contributors guide users to multicultural authors and illustrators who portrays U.S. ethnic and cultural groups, and they suggest ways to integrate this literature with writing, fluency development, storytelling, and audiovisuals. Extensive lists of books and websites that feature multicultural literature, as well as of authors, illustrators, and publishers of multicultural literature, make it easy to include such works in programs across the curriculum.

Provides activities and lists of resources for teaching about cultural groups

This text for secondary preservice and in-service English language arts teachers offers a rationale for meaning-centered English language arts teaching and practical strategies for application. Its goal is to provide readers with an understanding of the issues involved in English teaching and specific examples of how to apply this understanding to classrooms. Teaching strategies are presented through a series of stories depicting teachers from a variety of settings practicing their craft with secondary students. Features: *A solid introduction and interesting personal narratives introduce the issues and ideas involved in English language arts teaching. *Case studies based on actual teachers and students realistically illustrate methods that can be used in secondary English classes. *Lessons are described in sufficient detail to be converted to teaching models. *Multicultural emphasis prepares teachers for the contemporary classroom. *Chapters and sections incorporate the new literacies of TV, film, and computers in the English language arts class. *Pedagogical aids include end-of-chapter questions and activities, reproducible charts and worksheets; an updated listing of young adult novels; and annotated recommended readings. *An appendix on writing a personal narrative helps students develop as writers. New in the Second Edition: *Updates. All chapters, the bibliographies, and the references are thoroughly updated to reflect changes since the first edition was published. Chapters 1 and 2 have been totally rewritten. *Standards/Benchmarks. The IRA/NCTE Standards for the English Language Arts are incorporated into the text. Benchmarks and Performance Assessment Measures are included in all the pedagogical chapters to address proficiency concerns. A section on helping students prepare for state proficiency tests has been added. *Computers. More is included on the use of technology, both as a content to learn and as a process for learning. *New Sample Unit Plans. Sections based on the instructional stories offer examples to help readers prepare for teaching. *Literature response questions. These are now provided in Chapter 4 for use in journaling and discussions. *Glossary. A chapter on important terms and useful strategies for the English language arts classroom has been added.

Best-selling author Rob Reid makes reading aloud to children and teens easy by selecting titles in high-interest topics published between 2000 and 2008. Inspired by Reid's popular column in Book Links magazine, this time-saving resource includes plenty to engage your audiences and reinvigorate programs!

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